



INDIANA PROFESSIONAL STANDARDS BOARD

MEMORANDUM

TO: Members, Indiana Professional Standards Board (IPSB)

FROM: Judy Briganti, Chair
Continuing Education Committee (CEC)

DATE: September 19, 2001

SUBJECT: Findings and Recommendations for the Proposed Teacher Relicensing Design and Backmapping Pilot Project

At its July 31 – August 2, 2001, meeting, the Continuing Education Committee reviewed the 2000-2001 Backmapping Pilot participant submissions and draft manual for the purpose of: (I) developing findings and recommendations to the Board related to the proposed teacher relicensing design, and (II) developing findings related to the 2000-2001 Backmapping Pilot and recommendations to the Board related to the 2001-2002 Backmapping Pilot. The findings and recommendations developed at that meeting follow.

I. Proposed Teacher Relicensing Design

A. Findings

- The quality of the responses reflected the quality of the questions – good questions led to good answers.
- Many reports emphasized the experiences over the goals and reflections; they emphasized the doing, not how they got there; “This is not about the points.”
- Many participants found it difficult to locate and/or coordinate all of the different standards in relation to their specific goals.
- Participants who used Professional Growth Teams found them valuable.
- A few participants noted the links from specific experiences to specific goals.
- Relationships of student learning to goals were not always evident.
- The design and process appeared to be teacher friendly.
- The design and process appeared to be doable.
- Many reports included experience “exhibits” in addition to “verification” documents.
- The reports were submitted in many different formats. Electronic, loose and large formats were particularly difficult to process.
- Many teachers submitted reports that included experiences (coursework) that already were used to renew their current license.

B. Recommendations

- Continue the basic proposed relicensing design, with the following refinements.
- Refine various sections of the manual to promote the desired relative emphasis of different sections and focus of responses – standards-based goals, assessments, and reflections should have relatively more emphasis compared to documentation of experiences.
- Refine training to better communicate the relative importance of goals, experiences, and reflections, e.g., do not overemphasize experiences.
- Add a part to the Holistic Reflection section that focuses on next steps/future plans.
- Clarify references and relationships among all sets of teacher and student standards, including links on the web site, when available.
- Add check boxes to the Experiences Log to note the relationship of each experience to applicable goals.
- Add a question to the goal summary to more directly describe its relationship to student learning.
- Reorganize the Assessment & Reflection sections to more directly call for statements about student learning.
- Revise the experience instructions and forms to discourage submissions of exhibits along with verification documents.
- Develop a procedure to verify the authenticity of experiences through an auditing process for a sample of the submissions.
- Redesign the Goals section to have one page for each goal.
- Request each goal be fully stated on all assessment and reflection references, not just a number.
- Add a total line on Experiences Log.
- State the report is “subject to audit” on submission and experience documentation forms.
- Request participants submit copies of documents, rather than originals.
- Add a glossary to the manual. Include definitions for terms such as: INTASC, INTASC Core Principles, IPSB Core Standards, IPSB Developmental Standards, IPSB Content Standards, Indiana State Board of Education’s Core Professional Development Principles, Indiana Academic Standards, professional growth plan, professional growth experiences, self-assessment, reflection, professional growth team, active license, school accreditation, National Board for Professional Teaching Standards -completion and certification, peer assistance.
- Require submissions to be hard copy and bound, e.g., stapled; do not allow electronic submissions, e.g., e-mail, fax, disks; do not allow ring binders.

II. Backmapping Pilot

A. 2000-2001 Findings

- All participants who completed to project found the process to be very valuable to them personally.
- Participants noted the process helped them see a cohesiveness to their own professional development activities.
- Participants noted the process helped them become more familiar with the applicable student and teacher standards.
- Participants noted the process helped them build learning communities.
- Participants noted the process helped them enhance their choice of coursework.
- Participants noted the process helped them drive change in their buildings.

B. 2001-2002 Recommendations

- Continue the basic pilot design and timetables, with the following refinements.
- Assign a single person, e.g., part time consultant, to conduct orientations, support, and routine administration of the pilot.
- Work with other groups to refine linkages between teacher relicensing and other aspects of their professional lives, e.g., Title II K-12 Partnership participants, Teacher Education Unit Assessment System developers, Teacher Induction Committee, School Leaders Committee, schools/districts working on PL 221 School Improvement/Professional Development Plans.
- Recruit statewide, with the goal of projecting about 600 teachers completing the project (approximately two teachers per district; but not a specific limit per district) (project an attrition rate based on previous experience and revised eligibility requirements).
- Recruit individual teachers plus school staffs that are interested in working on linkages between the relicensure process and PL 221 requirements and/or professional growth team relationships.
- Restrict eligibility to teachers whose licenses expire on or before June 30, 2004. This will ensure teachers have at least three years of experiences not already used to renew their license.
- Offer a certificate to those who successfully complete the project that would be equivalent to receiving 90 CRUs (enough to renew their license).
- Do not offer a stipend to participants.
- Ensure all recruitment and training materials emphasize pilot expectations and the individualized nature of the process.
- Recruit previous participants with exemplary reports to participate in various planning, training, and communication activities.
- Include on-line exemplary samples, previous participant comments, standards links, and other supporting resources.
- Develop and test procedures for administratively processing the reports for license renewal, and audit a sample of submissions for experience verification during the 2001-2002 pilot. Pilot these procedures on a regional basis beginning the 2002-2003 school year. Regional pilots could include the involvement of current/retired teachers to review/audit the reports.

Continuing Education Committee Recommendations:

1. Adopt I.B. Proposed Teacher Relicensing Design Recommendations.
2. Adopt II.B. Backmapping Pilot 2001-2002 Recommendations.

Action:
